

find out that if one be taken from three two remain. Require them to perform the operation, make the picture, tell the story. This they are very fond of and soon do with great ease, sometimes showing no little imagination. There is a tragic tale that is a part of the stock in trade of my little fellows. It is about what happened to part of a certain number of boys who went fishing after their mammas had told them not to.

The closing step is a comparison with smaller numbers. This is harder for them; they easily discover that 3 is more than 1, but they cannot tell how *many* more, or that 1 is less than 3, but it may take several lessons to teach them how many less. Be patient, go over and over, but have a care lest you weary them. Make the time short, laugh with them, talk with them, keep them wide awake, employ many devices to keep them from finding out how many times you are repeating the same thing.

It will readily be seen that 4 is a more interesting number than 3. There are more facts in it. For instance, it may be divided into two equal parts. And just here, though it may seem premature, you may give a lesson on fractions, cutting an apple into two equal parts before their eyes, and dividing the pebbles into equal groups of two. Very soon the children will know that $\frac{1}{2} + \frac{1}{2}$ is one whole, and that $\frac{1}{2}$ of 4 = 2, and will be able to write these facts and make pictures of them. Better still, they will have conceptions that will last always and that will enable them to stamp more complex pictures upon that wonderful sensitive plate—a child's brain. As the lessons progress, a wise teacher, recognizing that objects are a means not an end, will try to abstract the idea from the concrete objects and gradually dispense with them, using them only occasionally to test the correctness of mental processes. Do

not be afraid to give them the sign of multiplication and division at an early stage, only being very sure that they are thoroughly comprehended; their accurate and rapid use soon becomes reflex action. I have often been surprised to see the development of a child's reasoning faculties under this system. I will say: "If $6 + 5 = 11$, how much is $11 - 6$?" in an instant a dozen hands are up. And such eager hands! Their owners nearly shake them off. Or if $6 \times 2 = 12$, how much is $12 \div 6$? It is very clear that I would exceed the time allotted to me and weary you all were I to attempt to go into the minutiae of this subject. I have only given a few points and these are merely suggestive. It remains for each teacher to work out of his own individuality a plan for himself.

A SNOW PARABLE.

BY A. L. SALMON.

Softly falls the snow and slowly, slowly,
O'er the solitude of wold and hill;
Winds are breathing desolate and lowly
Where the wearied world is lying still.

All the dismal darkness of the city
Lies enshrouded with a perfect white:
God in wonderful eternal pity
Sends his snowymessage through the night.

Like a cloak of pardon and remission
Falls the snow on city den and street—
Emb em of the contrite heart's condition,
Earnest of forgiving love complete.

Where the sin and sadness are unsleeping
Lies a purity which is not theirs;
Thro' the night there comes a sound of
weeping,
Thro' the night there comes a voice of
prayers.

Turn, O hungry souls that tire of sinning,
Take the peace which earth can never give!
Leave the by-gone for a new beginning,
Leave the dreariness of death, and live.

Softly falls the snow and slowly, slowly,
O'er the solitude of street and mart:
Hear, O Father! Thou art holy—
Lay its whiteness on the sinner's heart.
—Good Words.